



WESLEYAN UNIVERSITY-PHILIPPINES  
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**EDUCATION DEPARTMENT**  
**SENIOR HIGH SCHOOL PROGRAM**  
**2<sup>ND</sup> SEMESTER SY 2021-2022**

**1<sup>ST</sup> HALF EXAMINATION**  
**GRADE 12 INQUIRIES, INVESTIGATIONS, AND IMMERSIONS**

Name: \_\_\_\_\_  
Grade| Strand| Block: \_\_\_\_\_

Score: \_\_\_\_\_  
Date: \_\_\_\_\_

**GENERAL DIRECTION:** Read each questions or statements carefully. Any form of CHEATING will invalidate your score and all the answers in this Quarter Examination. (10 Points each)

1. The following are parts of the introduction of a paper published in *Technological Forecasting & Social Change* 113 (2016) 328-340. Arrange the following sentences to come up with a clear and coherent introduction.

- a. Approaching this issue requires a clear identification of relevant skills, rather than simply quantifying the skills of jobholders in a given occupational field (Elias and McKnight, 2001).
- b. Our findings consider policy implications for Portugal in terms of new opportunities for curricula innovation in short-term higher education and new relationships between institutions and local economic and social actors.
- c. Despite the efforts of national governments to increase participation in higher education (OECD, 2014a; Hoidn and Karkkainen, 2014), almost two-thirds of the adult population in Europe are still lacking skills that would make them successful in innovation driven environments (OECD, 2013).
- d. The scarcity of skilled workers has often been attributed to, among other things, the considerable gap between educational systems and companies' needs, or to the fact that learning and training profiles are not suitable for current industry settings (Tjden et al., 2012).
- e. The education and training of the labour force in Europe is facing new challenges (ILO, 2015; ETUI, 2015) as productivity growth and wealth creation needs to experience new boundaries (Schwab, 2014).
- f. This article aims to contextualize the potential role of technical and vocational higher education as intermediaries in this process and compares a Portuguese institution with other European institutions.

# 2nd Semester Inquiry Review Answers

**Brendan G. Carr**



## 2nd Semester Inquiry Review Answers:

**Reaching and Teaching Diverse Populations** Mary Buckelew, Andrea Fishman, 2011 By engaging trainee teachers in activities that promote their understanding of diversity topics this book deepens their understanding of the interrelationship of the community the school classroom dynamics and cultures *Informed Learning Applications* Kim L. Ranger, 2019-08-26 *Informed Learning Applications* is the latest volume of rigorous research in the *Advances in Librarianship* series Edited by experienced librarian Kim L Ranger the eight contributions to this volume describe various practices extending Christine Bruce s informed learning theory across a range of educational spaces *The School Review* ,1919 **The 1980 Guide to the Evaluation of Educational Experiences in the Armed Services: Army** American Council on Education, 1980 **The 1984 Guide to the Evaluation of Educational Experiences in the Armed Services** American Council on Education, 1984 **Midland Schools** ,1912 **Essential Mathematics for the Australian Curriculum Year 7** David Greenwood, Bryn Humberstone, Justin Robinson, Jenny Goodman, Jenny Vaughan, Franca Frank, 2011-02-04 Builds on established learning sequences and teaching methods to provide an authoritative and practical interpretation of all content strands substrands and content descriptions *Inquiries in Sociology* Helen MacGill Hughes, 1978 **School Review Monographs** National Society of College Teachers of Education, 1930 **New York Review of the Telegraph and Telephone and Electrical Journal** ,1914 **Inquiries in Sociology** \ ,1972 *Essential Mathematics for the Australian Curriculum Year 8* David Greenwood, Bryn Humberstone, Justin Robinson, Jenny Goodman, Jenny Vaughan, Franca Frank, 2011-02-04 *Essential Mathematics for the Australian Curriculum* provides an authoritative and practical interpretation of all content strands substrands and content descriptions **Essential Mathematics for the Australian Curriculum Year 9** David Greenwood, Sara Wooley, Jenny Vaughan, Franca Frank, Jenny Goodman, David Robertson, 2011-04 *Essential Mathematics For The Australian Curriculum Year 9* *Essential Mathematics for the Australian Curriculum* builds on established learning sequences and teaching methods to provide an authoritative and practical interpretation of all content strands sub strands and content descriptions It also covers essential prior knowledge and includes some extension topics The essential foundations of the series The three interconnected content strands are incorporated into 11 units of work that can be completed in the school year Let s Start activities provide context and foundation for topics Every question is grouped according to the four proficiency strands of the new Australian Curriculum Understanding Fluency Problem solving and Reasoning Problem solving and Reasoning questions are included in every exercise Enrichment questions in each exercise and investigations challenges and puzzles in every chapter reflect curriculum aims by extending students in depth Literacy and numeracy skills thinking skills creativity and ICT activities including dynamic geometry and calculator activities are incorporated and encouraged in every chapter *The 2002 Guide to the Evaluation of Educational Experiences in the Armed Services* American Council on Education, American Council on Education Staff, 2005 Long considered to be the

standard reference work in this area this three volume set describes more than 8 000 courses offered between January 1990 and the present by various service branches and the Department of Defense Long considered to be the standard reference work in this area this three volume set describes more than 8 000 courses offered between January 1990 and the present by various service branches and the Department of Defense **Justice of the Peace and Local Government Review** ,1883

**An Investigation of Second-language Teaching** Frederick Browning Agard,Harold Baker Dunkel,1948 This investigation of high school and college language programs in the 1940 s presents information on the objectives of language teaching and the measurement of language proficiency An aural oral testing program is described and the aural oral experimental groups are compared with conventionally taught classes Advanced levels of language skill are studied in programs teaching English as a foreign language An appendix includes additional data *Research Bulletin* ,1929 **NEA Research Bulletin** ,1928 The Teachers Journal and Abstract ,1926 *The American and English Encyclopaedia of Law* David Shephard Garland,Lucius Polk McGehee,James Cockcroft,Charles Porterfield,1900

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